

Members

Rep. Gregory Porter, Chairperson
Rep. Richard Bodiker
Rep. Clyde Kersey
Rep. Robert Behning
Rep. Sue Scholer
Rep. Phyllis Pond
Sen. Teresa Lubbers, Vice-Chairperson
Sen. Steven Johnson
Sen. Ron Alting
Sen. Billie Breaux
Sen. Connie Sipes
Sen. Earline Rogers



INTERIM STUDY COMMITTEE ON EDUCATION ISSUES

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MEETING MINUTES¹

Meeting Date: October 24, 2000
Meeting Time: 10:00 A.M.
Meeting Place: State House, 200 W. Washington
St., Room 156-C
Meeting City: Indianapolis, Indiana
Meeting Number: 6

Members Present: Rep. Gregory Porter, Chairperson; Rep. Richard Bodiker; Rep. Clyde Kersey; Rep. Robert Behning; Rep. Sue Scholer; Rep. Phyllis Pond; Sen. Teresa Lubbers, Vice-Chairperson; Sen. Steven Johnson; Sen. Ron Alting; Sen. Billie Breaux; Sen. Connie Sipes; Sen. Earline Rogers .

Members Absent: None.

The chairperson called the meeting to order at 10:20 A.M. and called upon Senator Lubbers to report on a meeting that took place with the Indiana Professional Standards Board (IPSB).

Senator Lubbers explained that she had met with Tom Hansen, attorney for the IPSB, to discuss licensing for teachers of high ability students. As a result of the meeting, Mr. Hansen submitted the following statement to the Committee:

¹ Exhibits and other materials referenced in these minutes can be inspected and copied in the Legislative Information Center in Room 230 of the State House in Indianapolis, Indiana. Requests for copies may be mailed to the Legislative Information Center, Legislative Services Agency, 200 West Washington Street, Indianapolis, IN 46204-2789. A fee of \$0.15 per page and mailing costs will be charged for copies. These minutes are also available on the Internet at the General Assembly homepage. The URL address of the General Assembly homepage is <http://www.ai.org/legislative/>. No fee is charged for viewing, downloading, or printing minutes from the Internet.

The Indiana Professional Standards Board (IPSB) is improving all teaching licensing requirements so that a license indicates competence in a license area based on assessments of performance. At present, the IPSB credential for the Gifted and Talented area is called an endorsement, and is added on to a license for a subject area such as math or language arts. Under the new licensing structure, Gifted and Talented teaching would become a certificate, still added to a license for a subject area, and would reflect knowledge and skill in working with Gifted and Talented students based on the standards of a nationally recognized professional association on gifted and talented education.

The IPSB's standards for what all types of teachers should be able to do include six integrated themes that are being stated more clearly as standards are revised. Working with children with exceptional needs is one such theme, and the IPSB has defined exceptional needs as including gifted and talented. Under the proposed new licensing structure, teachers of all types will receive improved training in working with students classified either as gifted and talented or as high ability.

The IPSB has a committee working on improved preparation and licensing for administrators. One proposed administrative license is Director of Exceptional Needs. The IPSB has asked the committee to review preparation requirements for that license to determine how a director will know how to plan and conduct programs for students of all types of exceptional needs, not limited to special education.

The chairperson asked Rep. Bob Hoffman to explain PD 3480, concerning vocational education funding (Exhibit A). The PD is summarized as follows:

Changes the date by which the department of workforce development must provide the report categorizing labor demand for occupations under vocational education programs. Requires the department of workforce development to provide a report listing whether the Indiana average wage level for each labor category is a high wage, a moderate wage, or a less than moderate wage. Uses this wage report (along with the reports categorizing vocational education programs by employment demand) in determining the amount of the vocational education grants. Provides the funding on a credit hour basis. Specifies vocational education funding amounts. Specifies that the grant amount for each type of vocational program shall after 2002 be increased each year by an amount equal to the minimum percentage increase in previous year revenue specified in the school funding provisions. Provides that in 2002 through 2004, the amount of funding that a school corporation receives may not be less than a specified percentage of the amount the school corporation would have received under the old vocational education funding formula, using the school corporation's current year vocational education program enrollment. Eliminates the funding component for pupils receiving a certificate of achievement. Eliminates the funding component for pupils enrolled in family and consumer science programs, and replaces it with an amount equal to 80% of the funding received for these pupils in 2000. Provides funding of \$150 per pupil for pupils participating in a vocational education program in which pupils from multiple schools are served at a common location. Provides \$2,500,000 annually for equipment purchases by area vocational planning districts. Specifies that this amount is distributed to the districts according to the number of students enrolled in programs in each district. Changes the expiration date of the law governing vocational education grants from January 1, 2002, to January 1, 2004.

Rep. Hoffman explained that the PD incorporated changes to the vocational education

funding formula that had been agreed upon following a series of meetings between vocational educators, the Department of Education (DOE), the Department of Workforce Development, and fiscal staff from the legislative caucuses. Following discussion, the Committee voted unanimously to recommend the PD for introduction in the 2001 session.

Sen. Lubbers then presented a working draft concerning high ability students (Exhibit B). The draft is summarized as follows:

High ability students. Requires the education roundtable to include a representative of education programs for exceptional learners. Requires the department of education to provide grants to school corporations to carry out plans for high ability students that meet certain criteria. Requires a school corporation's strategic and continuous school improvement plan to address the needs of all students, including exceptional learners. Requires a school corporation to use academic honors diploma awards to provide programs and services for high ability students. Appropriates \$32 million to the department of education to carry out programs for high ability students from July 1, 2001, through June 30, 2003.

Sen. Lubbers pointed out that the draft's language sets out a definition of "exceptional learners" that includes both high ability students and special education students, and requires schools' strategic and continuous school improvement plans to address the needs of exceptional students. In addition, the draft appropriates an additional \$10 million for each year of the next biennium over the amount in the current budget for programs for high ability students.

Patty Garrett, gifted and talented coordinator for DOE, explained that under this draft, schools could use informal measures, such as teacher or parent observations, in addition to tests and other formal tools to identify high ability students.

During Committee discussion concerning the draft, Rep. Bodiker presented an e-mail he had received from a gifted and talented coordinator in his district that raised issues for the Committee to consider (Exhibit C). Following further discussion, the Committee voted unanimously to recommend the draft for introduction in the 2001 General Assembly.

The Committee then considered its draft final report and voted unanimously to include the following recommendations:

- (1) That the legislative members of the education roundtable discuss secondary indicators of performance for schools with the roundtable.
- (2) That the Legislative Council continue to follow the work of the Commission on Higher Education concerning the transfer of credits between state institutions and common course numbers.
- (3) That the legislative members of the education roundtable encourage DOE to continue investigating contracting with an outside entity to provide school evaluation services for the state.

The chairperson thanked the Committee for its work and adjourned the meeting at 11:15 A.M.